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ABSTRACT

Lack of institutional guidelines for the preparation of course study guides at Northern Maine Technical College (NMTC) allowed for wide variation in the quality of the guides produced. To develop a resource manual that would provide guidelines for the development of study guides at NMTC, a study was conducted to determine the elements that should be included in a faculty resource guide. A review of the literature was undertaken and responses to the study proposal by NMTC department chairs and the Academic Vice-President were collected. In addition, all 50 faculty at NMTC were surveyed regarding their current practices in preparing course guides and sample guides were collected from 20 other professionals at other institutions. Based on these activities, a draft resource manual was developed and submitted for review to the campus leadership. The resulting manual was based on the following conclusions: (1) study guides serve the two main functions of direction setting and assisting in study material processing; (2) manuals should provide guidelines for both course syllabi and study guide preparation; (3) the materials and techniques used should meet the unique learning needs of the student audience; and (4) NMTC should establish standards for syllabus and guide preparation. It was also recommended that NMTC faculty be provided with the manual and that inservice training be provided. Letters of support, the faculty survey instrument, and the faculty resource manual are appended. (Author/BCY)

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THE DEVELOPMENT OF A FACULTY RESOURCE MANUAL FOR THE PREPARATION OF COURSE STUDY GUIDES AT NORTHERN MAINE TECHNICAL COLLEGE

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Northern Maine Technical College

A Practicum Report presented to Nova Southeastern University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

February, 1993

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Abstract of a Practicum Report Presented to Nova Southeastern University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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by

Terrence H. Overlock, Sr.

February, 1994

Lack of institutional guidelines for preparation of course study guides at NMTC allowed for wide variation in the quality of the guides produced. The purpose of the study was to develop a resource manual that would provide guidelines for the development of study guides at NMTC.

The research question was: What elements should be included in a faculty resource manual for the preparation of course study guides. The procedures used included: (1) a literature review, (2) review of project proposal by campus leadership, (3) a faculty survey, (4) solicitation of sample documents from other

institutions, (5) development of a draft resource manual and, (6) review of the draft by campus leadership prior to final publication. The resulting publication identified important considerations involved in the preparation of effective course syllabi and study guides. It was concluded that: (1) study guides serve the two main functions of direction setting and assisting in study material processing; (2) such a manual should provide guidelines for both course syllabi and study guide preparation; (3) materials and techniques used should meet the unique learning needs of the student audience and, (4) NMTC should establish standards for syllabus and study guide preparation.

It was recommended that (1) NMTC provide faculty with a copy of the manual; (2) standards for syllabus and study guide preparation be set and; (3) inservice training be provided for faculty.

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Chapter 1

INTRODUCTION

Background and Significance

Northern Maine Technical College (NMTC) offers 19 different occupational programs at the certificate, diploma and associate degree levels in the nursing, business technology and trade and technology areas. NMTC policy called for the annual updating of course syllabi. However, little guidance was provided for their preparation and no information was readily available to assist faculty in the development of study guides for their respective courses. Without the benefit of any guidelines, syllabi and study guides used varied widely, some being very well done, others very much in need of added information and reorganization. Both commercially prepared and instructor prepared study guide materials were available depending upon the course. In many courses, however, only a syllabus and subject outline were available, and these guides may or may not have provided the student with the necessary information.

The presentation of course organization and expectations was as varied as the number of instructors

employed at NMTC. In fact, Lowther, Stark, & Martens (1988, p.84) say "Most faculty have very little or no formal training in course planning and most have little regard for the views of instructional, educational, or psychological experts". Course construction and planning is an important faculty activity requiring expertise and effective decision making. Without planning, conscious or unconscious, organized teaching does not take place (Stark, Lowther, Bentley, Rayan, Martens, Genthon, Wren, & Shaw 1990). This situation coupled with the addition of numerous adjunct faculty on campus and at seven satellite locations made the maintenance of academic standards and course presentation very difficult. The problem was the lack of a comprehensive guide to assist faculty in the preparation of course study guides left NMTC without a clear standard by which the effectiveness of course study materials could be assessed.

Research Question

The purpose of this study was to develop a faculty resource manual that would provide guidelines for the development of quality study guides at NMTC. The research question for this study was: What elements

should be included in a faculty resource manual for the preparation of course study guides?

This project is clearly related to the curriculum and program planning seminar. Hersher (1991, p. 3) states:

> Curriculum and program planning should be of sound design, be carefully developed over time, reflect the needs of society and the learner, and/or the needs of the parent organization, and undergo continuous evaluation and revision. . . . The curriculum [and its presentation] is the most powerful statement an institution can make about its reason for being.

The development of a resource manual for the preparation of course study guides at NMTC should facilitate the use of sound teaching/learning activity design for course offerings, thus making the student learning experience more meaningful.

Chapter 2

LITERATURE REVIEW

A review of the literature was conducted using the descriptors study guide, material development, learning guides and syllabi. This review revealed a number of different definitions of study guide. Wood (1989, p. 2) defines the study guide "as adjunct aids which use questions or statements interspersed throughout the text to assist students' comprehension and retention." Wood (1992, p. 1) says

> This procedure differs in two important respects from the typical practice of asking students to answer the textbook questions at the end of each chapter. First, the teacher has control over the questions in study guides and can thus avoid the pitfalls of commercially developed textbook questions, which often are poorly constructed and require little higher-order thinking on the part of the students. Second, with study guides students don't have to wait until after they're done reading to find out what they are expected to know . . . Since study guides are designed to accompany reading, not follow it, students know at each section of text which information is important and thus requires more attention and reflection.

According to Duchastel (1980, p. 1) "The ideal study guide is a manual which attempts to enhance the learning to be derived from the study of a textbook by encouraging the student to process the text [or texts] in certain ways". Sammons and Kozol (1986, p. 9) state

> The course study guide is the most important piece of instructional resource of any. . . course because of the many purposes it serves. The study guide (a) directs students' through the course content and assignments; (b) guides students' reflections about the subject matter; and (c) teaches students the subject matter. A study guide is effective only when it is structured to accomplish all of the above.

Bruhn and Guthrie (1991, p. 11) define the learning guide as "a structured booklet designed to direct the learner through a series of learning activities and to a range of resources to achieve specific competencies or learning outcomes.

Duchastel (1980) identifies two primary general functions of study guides as: (1) to map out the course and break it down into assignments of manageable size; and (2) to direct and assist the student in learning the content of each assignment. The first function generally is considered to be fulfilled by the course syllabus. The course syllabus is the primary means used to fulfill the first function in college courses. Concerning syllabi, Lowther, et.al. (1989, p. vi) say

> An effective syllabus explains to students the rationale and purpose of the course as well as course content and procedures. Recent research confirms the assumption that students learn more effectively when they understand faculty intentions about course matters. The syllabus is a very effective tool for improving communication between the instructor and the student, and it serves as an agreement about the purpose of the course.

In fact Weimer and Neff (1991. p.45) say

> A syllabus constitutes a *legal written covenant* between faculty member and students. It binds students, who wish to succeed in a course, to a path they should follow, and also binds the instructor to the same path. . . . Since the course syllabus becomes a written legal covenant between the instructor and students in the course, each syllabus should end with a caveat of the following sort: "The above schedule and procedures in this course are subject to change in the event of extenuating circumstances." (p. 46)

Further illustrating the value of a syllabus, Rubin (in Weimer and Neff, p. 46) states

> When we view a syllabus not merely as a brief outline of course dates and topics, but rather as a guide to shaping student learning in accordance with the teacher's expectations, the syllabus takes on considerably greater value. Its creation as a classroom document merits our highest efforts. And It deserves to be examined in faculty personnel decisions as evidence of a faculty member's commitment to and skills in teaching.

Function number two focuses on enhancing the learning process at the unit or lesson level. According to Duchastel (1980), the well designed study guide should include sections aimed at orientation, task direction, learning assistance, and self-assessment. Therefore, in his opinion the ideal study guide should include: (1) purpose, significance, goals, (2) text references, (3) outline of subject matter, (4) questions on the subject matter, (5) key words and phrases, application problem(s), and (6) self-test.

Wood (1992, p. 5) says "study guides are essentially designed to develop two areas: (1) skills and strategies necessary for effective reading and (2) understanding of a significant segment of a content area".

Wood (1992) also identifies the following types of study guides that focus on learning assistance: (1) point-of-view guide, (2) textbook activity guide, (3) interactive reading guide, (4) collaborative-listening-viewing guide, (5) levels-of-comprehension guide, (6) guided learning plan, (7) extended anticipation guide, (8) process-of-reading guide, (9) pattern guide, (10) concept guide, (11) analogical study guide, (12) content guide, (13) guide-o-rama, (14) reading road map, (15) glossing, and (16) process guide.

Most research done on the effectiveness of study guides in facilitating the learning process was conducted at the elementary or secondary level, predominantly during the 1970's and 1980's. More recent research conducted in a classroom setting with school-age subjects, has demonstrated that using interspersed questions on a variety of content area textbook selections can significantly improve students' understanding (Wood, 1992).

Due to the wide variation of study guide types, unequivocally supportive research is hard to come, but in general these studies indicate that study guides can be effective reading aids (Wood, 1992). A survey of 37 reading professors (Gee & Rakow, 1987) found study guides to be one of the good practices used by teachers. They were viewed as particularly helpful in directing students to the most important information. A study by Thyer, Jackson-White, Sutphen, and Carrillo (1992) examined the effectiveness of study guide questions versus a teaching method called 'learning through discussion' in promoting the learning of sophisticated research skills by masters degree social work students. The results strongly implied that the structured use of study questions yielded more effective learning than another widely used teaching method. A study by Snapp and Glover (1990) looked at the effectiveness of advance organizers. In an experiment involving middle school and college students, "students who read and paraphrased the advance organizer constructed significantly better answers for higher order study questions than did the students who had no access" (p. 266).

Peterman et.al. (1989) surveyed 35 secondary teachers having from 1 - 34 years of teaching experience to examine their perceptions of the function and use of study guides in their content area classrooms. While many felt they were a tool to stimulate thinking (29%) or an aid to learn or study materials (31%), 40% felt the primary purpose was to guide students in reading the material. Teachers across the content areas did agree that study guides should vary as a function of the content material and various learning needs. Therefore, knowledge of various study guide types is necessary if a teacher is to effectively facilitate varied learning needs

Wood (1992, p. 3) states, "In sum, research and experience show that study guides can help students understand their content area texts by focusing their attention on major areas of importance within a given chapter or chapter segment".

With the mean student age at NMTC approaching thirty, there must be more of a focus on the needs and preferred learning styles of the adult learner. Bruhn and Guthrie (1991, p. 14) state the following adult learning principles around which study guides should be fashioned:

> 1). Adult learners generally prefer to be directed to resources and learning activities given their time constraints (work and/or personal life).
> 2). Adult learners need to know what they are expected to learn, what they have to do (in terms of reading, writing, and hands-on activities) and what level of proficiency they are required to achieve to complete the task.
> 3). Adult learners engage in learning in order to gain information or skills to help them deal with a specific situation or solve a problem. Adults want results!
> 4). Adults usually want results now! They are concerned with the acquisition of knowledge and skills that can be used immediately.
> 5). Adult learners require training programs to have well-defined outcomes and a clearly established pathway to the acquisition of the specific knowledge or skills.
>
> Hill, N.H. (in Hansen, E. et.al., 1991, p. 60)

concisely sums up the value of study guides as follows:

> Study guides provide an effective means of communicating goals, clarifying materials, and supporting the student; thus making time available for innovative classroom activities. . . . Both faculty and students share the shortage of time to accomplish the diversity of demands placed on them. This is particularly a problem for the increasing numbers of non-traditional students. Preparation that serves to facilitate the most efficient utilization of study time is crucial to academic success. . . . improved directions and course organization communicated to the students can substantially increase the quality of study-time and alleviate some of the tedium of the classroom.

While the definition and content of course study guides may vary and be macro (syllabus) or micro (study guide) in scope, all are designed to facilitate the learning process for students. Their preparation

should be guided by the student audience, course content, faculty expectations and institutional expectations. All should be designed to assist the student in efficient and effective utilization of classroom and study time.

Chapter 3

METHODOLOGY AND PROCEDURES

Product Design

The developmental methodology was used in this study because the research question was answered by the development of a product not available at NMTC. The procedures followed in answering the research question for this study are delineated below.

First, an extended search of the literature was conducted using the descriptors study guide, learning guide, course materials development and syllabus. This provided a conceptual framework for what a study guide was, what it should contain, and research evidence of its effectiveness in facilitating the learning experience.

Second, the project proposal was presented to the department chairs and the academic vice president for review and feedback. Two letters of support for the project are included as appendix A.

Third, a short questionnaire was developed that sought to identify current faculty usage of syllabi and study guides in their classes. A list of items usually included in course syllabi was compiled from the literature and further validated by piloting it

with NMTC department chairs. Subsequent to making the suggested revisions, the survey was distributed to all faculty (50) through the school mail system. In addition to seeking to assess current study guide and syllabus usage, it also solicited additional ideas for items to be included in the final manual. The questionnaire is included as appendix B.

Fourth, the three following sources for existing manuals for the preparation for course study guides were canvased: (1) the membership directory for the national Council for Staff, Program and Organizational Development (NCSPOD), (2) student colleagues enrolled in the Nova University seminar (Societal Factors Affecting Education) conducted during the fall quarter at the Greenwood, South Carolina cluster and, colleagues enrolled in the Phi Theta Kappa (PTK) Leadership Development certification seminar conducted in August of 1993.

Initially, twenty names were chosen at random from those listed in the NCSPOD membership directory and were contacted by phone. Of those chosen, ten were available when contacted. All were asked if their institution had a faculty manual for the development of course study guides. Referrals to other sources were

also included in the search process. Others encountered in national professional development activities also contributed to the information gathering process.

Fifth, utilizing information gathered from the literature review, from the faculty survey and, the canvasing of other institutions and colleagues, a first draft of the manual was prepared. This draft of the manual was reviewed by the academic vice president and department chairs. Suggested revisions were made, and the final copy of the manual was presented to the academic vice president for printing and distribution to faculty.

Definition of Terms

For the purpose of this study, the term study guide was defined as any adjunct course materials provided to students that would enhance their learning experience in a particular course. This included course syllabi and study/learning guides used with individual lessons. Release time was defined as approved time away from teaching duties.

Assumptions

In this study it was assumed that the literature review and input from other institutions and colleagues

provided accurate information concerning the content of the manual for the preparation of study guides. The results of the faculty survey were also assumed to be a reliable and valid picture of faculty use of course study guides. It was also assumed that the department chairs and the academic vice president had the necessary expertise to review and critique the finished product. It was also assumed that the manual would be used by faculty in the preparation of adjunct course materials.

Limitations

Limitations of this study included: (1) the resource manual produced would be for all faculty, and some or all of the information included might not be used by every faculty member and, (2) the use of the final product would be limited to NMTC.

Chapter Four

RESULTS

Nineteen sources from the literature were reviewed for information pertaining to the content and effectiveness of study guides. These consisted of ERIC documents and educational journals identified by a computer search using the descriptors, study guide, material development, learning guide and syllabus.

Most research focused on the development and effectiveness of study guides designed to enhance reading skills and content attainment at the secondary and elementary level. Most of the study guide literature focused on enhancing student processing of information found in textbooks or other materials, most of these at the public school level and a few at the college level. Two main functions of study guides were found to be: (1) the mapping out of the course into assignments and activities of manageable size (usually done in a syllabus), and (2) direction and assistance to the student in learning the content of each assignment. A paper prepared by Duchastel (1980) provided a comprehensive overview of the ideal study guide as it applied to the college content area teaching. Even though this reference was more than

five years old, it was the only reference found that provided a thorough discussion of study guide preparation at the post secondary level and, therefore, was included in the literature review.

One report (Thyer, et.al. 1992) did focus on the effectiveness on study guide usage at the graduate level. Overall, at all levels, study guides were viewed as enhancements to the learning process when properly aligned with the student level and learning activity. Principles of adult learning theory were identified as important considerations when preparing study guides for a student audience similar to that found at NMTC.

Following review of the project proposal by the department chairs and the academic vice president, written support for the project was received from one department chair and the academic vice president. The department chair felt that newer instructors were more detailed in their study guides than older instructors. In his opinion, developing a resource manual to assist faculty to develop study guides was a timely project especially if it could be coupled with release time to revise and update learning guides.

A faculty survey designed to ascertain faculty usage and preparation of course study guides and the relative importance of items to be included in course syllabi was distributed via the campus mail system. Of the fifty faculty surveys distributed twenty-two were returned. Twenty-one of the respondents indicated they provided a syllabus, course outline and other study guide materials to students. Nine indicated they prepared their own, and the rest indicated they prepared their own and/or used commercially prepared guides. Eleven said their study guides were organized by the lesson, three by the unit, and eight by the course. Table one below shows the number of respondents that chose ratings indicating their perception of the importance of the typical syllabus items listed in the survey.

Table 1

Relative Importance of Typical Syllabus Items

Item	Number Choosing Each Rating		
	not necessary	maybe necessary	very necessary
1. College Name.....	4	4	13
2. Course Number.....	1	3	18
3. Course Title.....	0	3	19

			23
4. Semester offered.....	8	7	7
5. Credit hours.....	1	2	19
6. Prerequisites.....	4	2	16
7. Instructor's name.....	1	2	19
8. Office location.....	12	7	2
9. Office hours.....	8	9	4
10. Course description.....	0	3	18
11. Course objectives.....	0	0	22
12. Course structure.....	0	7	13
13. Required text.....	1	2	19
14. Required support materials.....	3	2	16
15. Course (semester) schedule.....	6	5	9
16. Deadlines.....	5	4	11
17. Evaluation methods.....	0	2	19
18. Assignments list.....	5	5	10
19. Grading system (weighted values).....	3	2	15
20. Attendance policy.....	7	3	9
21. Make-up work policy.....	4	8	9
22. Statement on cheating/plagiarism.....	5	8	7
23. Resources/references.....	4	6	9
24. Instructor responsibilities.....	3	7	8
25. Student responsibilities.....	1	4	12

Faculty were also asked to make suggestions for items they would like to see included in the manual.

Their comments included the following:

1). more ideas on graphic layout, printer graphics/pictures that are able to be copied;

2). self-study modules focused on specific content;

3). suggested format and sample examples;

4). competency based assessment guide;

5). how to develop them, format them; generic exercise types, examples of what works, and

6). sample, terms definition, names of resource persons, reference list.

One person felt that clerical support services for the revising of syllabi was more important than a manual.

Of the ten institutions contacted through the NCSPOD directory, six had faculty manuals, and three provided copies for review. All primarily addressed the issue of course syllabus design. A complete faculty policies and procedures manual was received from New Mexico State University at Alamagordo, New Mexico. It included a section on syllabus construction requirements. Austin Community College, Austin, Texas, provided a copy of pamphlet entitled Developing an Effective Course Syllabus published by the Professional Development and Evaluation Office. It contained a clear, concise, eight step process to syllabus

construction. Kellog Community College, Battle Creek, Michigan, provided examples of exemplary syllabi and related course materials. The related course materials were arranged by text chapter and focused on facilitating student processing of the material. These were the only examples of course study guides received from any of those contacted.

Sources not planned for in the original project plan were also included in the collection of materials from other institutions. A Nova University student colleague from Augusta Technical College, Augusta, Georgia, provided a copy of the section in that institution's employee handbook entitled Planning for Instruction. This outlined many aspects of instructional planning including syllabus preparation.

The most comprehensive publication was that provided by a Phi Theta Kappa colleague from Leeward Community College, Pearl City, Hawaii. Entitled Writing Course Outlines: A Guide, this guide contained comprehensive discussions on the purpose, content, language, and format of a well written syllabus. It also discussed a systems approach to course design and listed other useful addendums to include with the syllabus.

All identified many of the same items for inclusion in a properly prepared syllabus and expressed the necessity for clearly communicating course expectations to students. Two reinforced this point by pointing out that the syllabus was a legal agreement between the student and the institution represented by the faculty member.

The publication that resulted from this project was divided into two major sections. The first focused on the preparation of course syllabi and the second on course study guides. No references concerning format or organization for such a presentation were found, therefore, the standard type available with the Wordperfect wordprocessing program was used. At times boldface type was used to highlight important points. A complete table of contents provided assistance in locating points of interest. The final document contained fifty pages including references and appendix.

Following a brief introduction to the purpose and scope of the publication, the discussion of syllabus preparation was presented. This discussion focused on the purpose, components, language, format and, student audience considerations of a well prepared syllabus.

Within the discussion of purpose, the importance of effectively communicating course expectations to students and the legal importance of a well prepared syllabus was discussed.

The discussion of important components of a syllabus with rationale for their importance was the most significant part of the presentation. Twelve types of information were identified as important. Each was placed in its own section and included a short discussion of the purpose and rationale for this category of items. The items included in each section were listed in tabular form in boldface type for ease of identification. The twelve sections included: (1) basic information, (2) course information, (3) educational goals, (4) examples of goals, (5) educational objectives, (6) educational beliefs/philosophy, (7) assignments and course calendar, (8) required textbook(s) and support materials, (9) supplementary readings, (10) methods of instruction, (11) student feedback and grading procedures and, (12) learning facilities/resources for students.

The discussion of language suggested that the syllabus be "reader friendly" and use positive

statements. It also suggested that language be written in lay terms, not educational jargon, and pointed out the necessity of being direct in informing students of course requirements.

Munro (1989) was the only reference found that addressed the issue of format, and that information is summarized in the discussion on format. The major points addressed included: (1) use of margins, (2) listing and numbering, (3) headings, (4) spacing, (5) typing tricks, (6) charting or graphing, (7) table of contents and (8) graphics.

The discussion of student audience addressed the need for study materials to meet the needs unique to the particular student audience. With the average student age at NMTC nearly 30, five important adult learning principles identified by Bruhn and Guthrie (1991) were listed. Part one concluded with a short rationale for taking the extra time to prepare an effective course syllabus, and expressed the hope that the presentation would aid faculty in increasing the effectiveness of their course syllabi.

Part two discussed aspects of course study guide preparation and selection. The introduction established the difference between study guides and

syllabi and listed three main aims of study guides.

The basic discussion of study guides was based on a summary of the work of Duchestel (1980) and Wood (1992) and was divided into three sections: (1) general functions, (2) characteristics of an ideal study guide and (3) study guide types and how to choose one for particular learning situations. General functions listed included (1) orientation, (2) task direction, (3) learning assistance and, (4) self-assessment. A brief discussion of each was included.

Section two of the discussion of the ideal study guide included the following important components identified by Duchestal (1980): (1) purpose, significance and goals, (2) text references, (3) subject matter outline, (4) questions on subject matter, (5) key words and phrases, (6) application problems and, (7) assignment test. Following this list each component was discussed in greater detail and its value to the overall effectiveness of the study guide presentation identified.

The last section summarized information from Wood et.al. (1992), and discussed how to match a particular type of study guide with the learning situation. This section also included a tabular summary of study guide

types matched with the primary objective and feature of the particular learning process planned. Eight references were listed and an example of an exemplary course syllabus prepared by Munro (1987) was included as appendix A.

Draft copies of the finished product were distributed to the department chairs and the academic vice president for comment and revision if necessary. No major revisions were recommended, but a few spelling and typing errors were detected and corrected. The final revised resource manual was presented to the academic vice president for printing and distribution to faculty.

Chapter 5

DISCUSSION, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

It was evident from the beginning of the literature review process that a discussion of study guides would have to focus on two main areas: (1) preparation of course syllabi and, (2) preparation of study guides to help the student process text material. The importance of the course syllabus as the primary tool to set course direction and convey expectations to students appeared repeatedly (Munro 1987, Weimer & Neff 1991, Lowther et.al. 1989, and Austin Community College 1991). These sources also indicate a direct relationship between the degree of planning used in syllabus preparation and overall course organization. Not only is a syllabus a tool to convey needed information to students, but the development process can do much to facilitate better course preparation. Finally, the legal importance of a comprehensive, well written, syllabus was mentioned repeatedly. With increasing calls for accountability in the educational process, well prepared syllabi may be a valuable part of institutional response.

While much of the literature on study guides focused on lesson or unit level learning activities at the pre-postsecondary level, some work at the postsecondary level was identified (Thyer et.al. 1992, Duchestal 1980, & Hansen 1991). All seemed to validate the effectiveness of study guides for facilitating student processing of study materials. Teaching and learning situations vary according to student audience, grade or age level, educational background and content area. Therefore, developing an awareness of different study types and their unique value to particular learning processes would facilitate the use of more flexible planning strategies by faculty and more meaningful learning experiences for students.

It is evident from both aspects of the discussion that there is no substitute for careful reflective planning in preparing meaningful learning experiences for students. Austin Community College (1991, p.9) says:

> Developing a varied teaching style, using different teaching techniques, and creating imaginative assignments are all time-consuming activities requiring careful planning and preparation. However, success in the classroom is usually the result of the instructor's hard work, not last minute inspiration, however brilliant. The time and care . . . [invested] in planning . . . instructional methods and materials will mean better learning for . . . students.

Conclusions

Conclusions reached during this project include: (1) study guides, as defined by this project, serve the two main functions of direction setting and assisting study material processing; (2) a resource manual to assist faculty in developing study materials should provide guidelines for both course syllabi and study guide preparation; (3) materials and techniques used should meet the unique learning needs of the particular student audience and, (4) NMTC should establish standards for syllabus and study guide preparation.

Implications

Lack of clear policy and direction for the preparation and revision of course study guides at NMTC coupled with the fact that (Stark, et.al., 1988, p. 84) "most faculty have very little or no formal training in course planning and most have little regard for the views of instructional, educational, or psychological experts", may have contributed to a less than satisfactory learning experience for some NMTC students. Clear guidelines for preparation of study guides and syllabi coupled with the necessary institutional support should do much to enhance the student learning experience at NMTC.

Recommendations

As a result of this project it is recommended that: (1) all faculty be provided a copy of the resource manual for the preparation of course study guides; (2) the project be used to set standards for the preparation of course syllabi and study guides and, (3) NMTC provide inservice training on the preparation of course syllabi and study guides.

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APPENDIXES

Appendix A
Letters of Support

NMTC
Office of the Vice President
and
Dean of the College

Northern Maine Technical College

33 Edgemont Drive Presque Isle, Maine 04769 (207) 768-2811
FAX (207) 768-2813

November 1, 1993

TO: Terry Overlock, Instructor

FROM: Tim Crowley, Vice President

RE: STUDY GUIDE PROJECT

Your proposed project to develop a faculty resource manual for the development of course study guides is a timely one. Such a manual is needed, and would do much to assist both full-time and adjunct faculty to provide the best learning experience possible for our students.

If I can be of any assistance, please let me know. I look forward to reviewing the final product.

TC:jmc

NMTC

Northern Maine Technical College

33 Edgemont Drive Presque Isle, Maine 04769 (207) 769-2461
FAX (207) 764-8465

M E M O

TO: Terry Overlock, Related Technical Instructor

FROM: Dick West, RW Trade/Technical Chairperson

DATE: October 26, 1993

RE: Practicum Proposal

Thanks for sharing your proposal for the Development of a Faculty Resource manual for the preparation of course study guides. I was pleased that you also included course syllabi and outlines. The Curriculum Committee addressed the syllabi and outlines issue Fall 1992 semester. A draft copy of their recommendations is available, but has not been followed by the majority of faculty. I have observed that the extent of lesson planning seems to vary in some instances with the experience of the instructors. For the beginning instructors the lesson plans are complete and in detail. Objectives are clearly stated, motivation is well-planned, order of teaching decided upon, visual aids are listed available and times, extent and kind of expected student participation is noted, new terms are explained, provisions are made for a summary, assignments for the next session are noted and some method for evaluation or feedback for the class is provided. Several of the more experienced instructors often omit some details and are much more protective of what they have developed. This same attitude also carries over to the other Technical Colleges within the system.

A resource manual such as you are proposing is timely and certainly needed at our campus. I suggest that you present this proposal to the Strategic Planning Committee for inclusion in the Five Year Strategic Plan. This would serve two purposes; (1) funding for the necessary printing, etc., (2) time allocated for the instructors to develop their individual study guides.

I would be more than happy to assist you in presenting this proposal to the committee.

Appendix B
Faculty Survey Instrument

Dear Colleague:

I am working on a graduate project that will produce a resource manual to assist faculty in the preparation of course study guides. Your assistance in completing this questionnaire will provide valuable assistance in this project. Please complete and return by November 12.

Thank you for your time and assistance.

DEFINITION OF STUDY GUIDE:

For this project, a study guide will be defined as any adjunct course materials provided to students that will enhance their learning experience in a particular course. This will include course syllabi, outlines, assignment sheets and any other materials provided to enhance and/or facilitate the learning process.

Please respond to the following:

1. Do you provide a syllabus to all students? Yes__ No__

2. Do you provide a course outline to students? Yes__ No__

3. Do you provide other learning/study guide materials? Yes__ No__

4. If you answered yes to number 3 are they:

   Instructor prepared__ Commercially prepared __ Both__

5. Are your learning/study guides organized by:

   The lesson___ The unit__ The whole course___

6. How often are your syllabi revised and updated?

   Each Semester___ Annually___ Every two/three years___

7. Please list items you would like to see included in a faculty manual for the development of course learning/study guides.

_____

_____

_____

Please indicate indicate your feelings about the importance of each typical syllabus item by circling 1 through 3 on the next page.

1 = not necessary, 2 - maybe necessary, 3 = very necessary

	Importance		
1. College name.....	1	2	3
2. Course number.....	1	2	3
3. Course title.....	1	2	3
4. Semester offered.....	1	2	3
5. Credit hours.....	1	2	3
6. Prerequisites.....	1	2	3
7. Instructor's Name (if known).....	1	2	3
8. Office location.....	1	2	3
9. Office hours.....	1	2	3
10. Course description.....	1	2	3
11. Course objectives.....	1	2	3
12. Course structure.....	1	2	3
13. Required text.....	1	2	3
14. Required support materials.....	1	2	3
15. Course (semester) schedule.....	1	2	3
16. Deadlines.....	1	2	3
17. Evaluation methods (quizzes,etc).....	1	2	3
18. Assignments list.....	1	2	3
19. Grading system (weighted values).....	1	2	3
20. Attendance policy.....	1	2	3
21. Make-up work policy.....	1	2	3
22. Statement on cheating and plagiarism..	1	2	3
23. Resources/references.....	1	2	3
24. Instructor responsiblities.....	1	2	3
25. Student responsibilities.....	1	2	3

Appendix C

A FACULTY MANUAL FOR THE PREPARATION OF COURSE STUDY GUIDES AT NMTC

Prepared by

Terrence H. Overlock, Sr.

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PART ONE - COURSE SYLLABUS

INTRODUCTION

> Curriculum and program planning should be of sound design, be carefully developed over time, reflect the needs of society and the learner, and/or the needs of the parent organization, and undergo continuous evaluation and revision. . . . the curriculum [and its presentation] is the most powerful statement an institution can make about its reason for being (Hersher, 1991, p. 3).

The two primary presentations discussed in this manual are the course syllabus and the course study/learning guide. Whether they are presented separately or are combined, they are the primary means of communicating expectations and directions to the student and are of equal importance. This guide was developed to assist faculty in preparing more effective course syllabi and study/learning guides.

Therefore, this presentation is divided into two main sections, one discussing the components found in the ideal course syllabus and the other discussing the components found in the ideal course study guide.

COURSE SYLLABUS - PURPOSE

The primary function of the syllabus is one of communication of expectations of student actions and learning outcomes. It also proves to be very beneficial to the faculty member as a planning device to facilitate the development of the course framework. A carefully devised course framework allows for planned feedback from students that assists the faculty member in judging the effectiveness of the course (or lesson).

The syllabus is an important tool for improving communications between the instructor and the student; explaining the course rationale, purpose, content, evaluation methods, teaching techniques and procedures. Ultimately it serves as a legal agreement between the student and the institution, represented by the instructor. Therefore, anything not included in the syllabus cannot be required of the student. If changes are made during the course, they must be equally applied to all students so as not to unfairly discriminate against any.

Even though some of the information suggested for inclusion in the syllabus may be found elsewhere (college catalogue, etc.), including it should facilitate student understanding and insure that all

have seen or had access to the same information.

Lowther, et. al. (1989, p. 8.) state:

> An effective syllabus explains to students the rationale and purpose of the course as well as course content and procedures. Recent research confirms the assumption that students learn more effectively when they understand faculty intentions about course matters. The syllabus is a very effective tool for improving communication between the instructor and the student, and it serves as an agreement about the purpose and direction of the course.

In fact Weimer and Neff (1991, p. 45) say:

> A syllabus constitutes a *legal written covenant* between the faculty member and students. It binds students, who wish to succeed in a course, to a path they should follow, and also binds the instructor to the same path. . . . Since the course syllabus becomes a written legal covenant between the instructor and students in the course, each syllabus should end with a caveat of the following sort: "The above schedule and procedures in this course are subject to change in the event of extenuating circumstances."

COURSE SYLLABUS - COMPONENTS

It is understood that teaching conditions will vary from course to course and location to location, and it is up to the instructor to decide how and what is to be communicated to the student. Therefore, the following list of components that might be found in an ideal syllabus contains a potpourri of items generally considered to be essential and others which are viewed as enhancements to the presentation.

Selection of the components may be dictated by local policy or left entirely to the instructor. What ever the case, the arrangement and presentation should be determined by the instructor and reviewed and/or revised frequently.

The following list of syllabus components and preparation ideas has been gathered from the following:

Duchastel, P. (1980). Toward the ideal study guide: An exploration of the functions and components of study guides.

Lowther, M. et.al. (1989). Preparing course syllabi for improved communication.

Munro, L. (1897). Writing course outlines: A guide.

Basic Information

Basic information items include the following:

1. **Instructor's full name/title**
2. **Office location and phone**
3. **Office hours**
4. **Home phone**
5. **E-mail/voice message**
6. **Instructor accessibility**
7. **Teaching assistant information**
8. **Course title, number, credits**
9. **Class meeting time(s)/place(s)**
10. **Course prerequisites**
11. **Catalogue description**
12. **Student audience description**

This information should be readily available at the beginning of the syllabus as it communicates basic information about the course needed by the student. Even if information about the course or other institutional policy can be found elsewhere, including it in the syllabus makes sure all students have the same information. However, items 1 - 7 should be chosen carefully by the instructor as some information may provide more access than desired by the instructor.

Course Information

The more detailed the information the student has about the course, the better his/her understanding of the instructor's expectations for students. While all of the following items are not always found in course syllabi, they all can contribute to a better understanding of why a course must be taken and how the student will benefit. In particular, the course rationale statement will help students see how the course fits into their overall program of studies, and how it will contribute to their overall learning experience.

Items to consider include the following:

1. **Course rationale statement,**
2. **General course goals,**
3. **Specific objectives,**
4. **Relationship to student academic development,**
5. **Relationship to program requirements, and**
6. **Relationship to institutional mission.**

Educational goals

While an in depth discussion of course goals and objectives is beyond the scope of this manual, a brief discussion may be in order because clearly delineated goals give the general student outcomes desired while clearly written objectives form the core of the effective syllabus. Munro (1989) defines a goal as a broad statement which tells the student how he/she is expected to direct his/her learning during the course or what the instructor expects the student to do or understand at the end of the course. It gives the general direction of the learning sequence, but does not state precisely what it is the student must do to achieve the goal(s).

Examples of goals

1. In this course, the student will learn to use statistical methods.
2. The student will develop competence in basic organic chemistry through laboratory experiences provided.
3. The student will understand the need to consider the reader-writer relationship when writing an essay.
4. This course will prepare the student for employment in the modern automated office.
5. The auto technician trainee will learn to use modern diagnostic equipment when servicing automobiles.
6. The student will be able to apply general concepts of physics across mechanical/rotational, fluid, electrical, and thermal energy systems.

Educational Objectives

Educational objectives (some times called behavioral objectives) differ from the course goals in that they are much more specific. They describe (1) an observable, measurable task that a student must do or demonstrate, the conditions under which the observer can evaluate the level of task mastery; and (2) a product of the student's actions demonstrating the desired characteristics and quality of the product.

Course objectives (Munro, 1989) are of three types: (1) cognitive, (2) affective, and (3) psychomotor. Cognitive objectives deal with thought processes (knowledge, understanding). Affective objectives deal with emotions and/or feelings. These are usually indicated by words such as interest, appreciation, enthusiasm, and attitudes.
A psychomotor objective is a statement specifying performance involving physical movement, acting on something.

Munro (1989, p. 8) says:

> A more natural way of labeling these types of objectives might be "knowing" for cognition, "feeling" for the affective area, and "doing" for psychomotor skills. In all cases, however, the objective must include OBSERVABLE or ASSESSABLE behavior.

Educational Beliefs/Philosophy

Beliefs about the teaching/learning process vary from instructor to instructor, and usually change as the instructor gains teaching experience and additional training. Communicating ones beliefs or philosophy of the educational process can help the students better understand the basis for the instructor's expectations. These include:

1. **Student capabilities**
2. **Prior preparation**
3. **Personal interests**
4. **Effort anticipated**
5. **Student's time constraints**
6. **Diversity of learning styles**
7. **Educational purpose**

Assignments and Course Calendar

Setting clear expectations of required student work and a schedule for completion helps relieve misunderstandings about the student's academic responsibilities in a course. Items to consider include:

1. Readings
2. Papers
3. Documentation style
4. Tests/quizzes
5. Projects
6. Laboratories
7. Clinics
8. Field experiences
9. Relationship of goals and objectives to assignments
10. Major assignment due dates
11. Exam/quiz dates
12. Project due dates
13. Vacation dates
14. Other special event dates
15. Plagiarism policy

Required Textbook(s) and Support Materials Information

Clear understanding of how the text relates to the course helps the student understand its importance in the overall course organization. Listed items include:

1. Title(s)
2. Author(s)
3. Edition
4. Publisher
5. Where available
6. Estimated price
7. Availability in library
8. Reason chosen
9. Necessary tools
10. Calculators, etc.

Supplementary Readings

At times the text does not provide all the informational input necessary to meet course goals and objectives. In that case, a detailed list of readings and their relationship to the course goals/objectives is desirable. Items to consider include:

1. **Required readings**
2. **Recommended readings**
3. **Supplementary readings location**
4. **Included in course packet**
5. **Readings keyed to student interests/abilities**
6. **Student use of instructor's library**

Methods of Instruction

Although seldom communicated to students in the course syllabus, a description of teaching techniques to be used and how they relate to the desired learning environment will also serve to help students understand their part in the learning experience.

Things to consider include:

1. **A description of instructional techniques**
2. **Rationale for instructional techniques**
3. **Description of class format (lecture, lecture/discussion, etc.)**
4. **Contribution to the learning experience**

Student Feedback and Grading Procedures

Setting clear expectations of how student learning will be evaluated will help to alleviate advance misgivings about the course and subsequent misunderstandings having the potential to lead to problems between student and instructor.

Items to consider include:

1. Grading system	**2. Learning experiences**
3. Non-graded feedback	**4. Assignment deadlines**
5. Missed/late assignment policy	**6. Attendance policy**
7. Policy on incompletes	**8. Policy on extra-credit**

Regardless of the grading system used, the student must know exactly what must be accomplished to achieve each letter grade. Munro (1989) gives the following examples of grading systems:

1. Point systems are popular because they make it easy to give different assignments different weights by simply assigning a greater or lesser number of points. At the end of the semester, the grade is usually based on a point range, which the instructor usually determines.

2. A performance contract is based on the idea that the student and the instructor agree on achievement of objectives. Some instructors sign off particular tasks during the semester as the student achieves them.
   This system is useful if you teach a course which some students cannot complete in one

semester. They can then re-enroll the following semester and complete the requirements--and the contract. It is a useful way around the sixteen week semester.

3. If you emphasize a variety of requirements but they cannot be easily weighted, then you might want to list minimum requirements at each grade level. This system allows you to easily address such areas as attendance and class participation.

4. If all tasks are equally weighted a simple average might be the easiest way to calculate grades.

5. Weighted systems, used when some tasks necessarily count more than others, can be based either on percentages or on points.

Regardless of the grading/scoring system used, it should leave no room for questions; most student grievances against instructors occur most often when students question a grade.

Learning Facilities and Resources for Students

Making students aware of available support resources to assist students with their educational progress may serve to facilitate the student's learning experience even more. Students should be aware of the schedule, policies, and services offered by the following:

1. Library **2. Learning center**

3. Laboratory **4. Writing lab**

5. Counseling center **6. Business office**

COURSE SYLLABUS - LANGUAGE

Munro (1989) offers the following advise: The course [syllabus] should be "reader friendly". That is, it should answer every question the student might have about the course in language that is clear and precise. Avoid negative language. Instead of saying "Never come to class late," you could say, "Class starts promptly, so please be on time". Use simple terms, not educational jargon. Instead of listing "behavioral objectives" you might instead say "What will you learn this semester?" Use active prose. Center each sentence on an active verb, reducing the number of "to be" verbs. Tell students exactly what is expected in direct terms.

COURSE SYLLABUS - FORMAT

While the content and arrangement of the previously listed items is at the discretion of the instructor, Munro (1989) offers the following advise for formatting a syllabus:

> Too often, instructors worry about the length of their course outlines. As a result, they squeeze information into two pages when it would be more attractive if spread over four pages. Remember that you want the student to use the course [syllabus]; it should be a daily reference for him.

A. White space

> Leave white space, beginning with reasonable margins (one inch suggested). In addition, indenting paragraphs adds a visual cue that a new idea is beginning, even if a double space has already marked the new paragraph. That little extra bit of white space helps the student find what he needs.

B. Listing and numbering

1. Indent lines after the first so that the left edge of the words line up (as in this section). If the number is as the left margin and all lines after the first also begin at the left margin, it is more difficult for the reader to find a particular number.

   An option if the order of the points is not important is to use bullets--large dots--before each item. You can find alternatives on your typewriter or computer keyboard: the number sign or the asterisk, found on any typewriter, are just two.

2. If you have lists within the major list, again indent so that all new lines line up with the first line.

3. Skip lines between numbered items to make the page more readable and to create white space.

   In addition to making it easier for the reader to find particular points, listing makes the page look neater, and the additional white space opens it up even more than the margins do.

C. Headings

Begin each new section of the syllabus with a heading. Students need to find quickly information about the tasks they are required to do, the grading system, or student responsibilities. Also, you will want to refer to sections during class. Headings, perhaps coupled with a numbering system, would make references to particular points easy for both you and the student.

D. Spacing

Triple space before headings; double space after headings. It's all right to single space paragraphs, but double space between paragraphs.

E. Typing tricks

Any help you can give your reader through format will help the readability of the course syllabus. Use the options readily available on most typewriters or word processors:

* underlining,
* capitalizing,
* bold face, or
* combinations of the above.

F. Charting or graphing

Experiment with different ways of presenting information. For instance, you might wish to turn the page sideways and divide it in two. The left side might list the objectives and the right side might list the specific tasks the student will do to accomplish the objectives.

A chart is also useful in presenting a grading system, especially if you have a list of requirements. The student would then be directed to do everything in column one for an "A", in column two for a "B", and so on.

G. Table of contents

How often have you had to search through your course syllabus to find a particular reference? You might consider including a table of contents--an aid for both you and the student. Your headings and subheadings would be listed in such a table.

H. Graphics

You don't need to be an artist to create an attractive course outline. Available graphic devices can:

- help you to highlight particular points,
- add additional white space or open up a page which is too word heavy or,
- add a lightness to a serious document. A complete course outline is formidable; a few graphics can create a friendly "atmosphere."

A sample course syllabus illustrating many of these ideas and prepared by Leslie Munro is included as an appendix to this document.

STUDENT AUDIENCE

Successful instructional materials meet the unique needs of the particular student audience. With the average student age at NMTC approaching thirty, instructional materials need to focus on the needs and preferred learning styles of the adult learner. Bruhn and Guthrie (1991, p. 14) state the following adult learning principles upon which course syllabi and study guides should be based:

1. Adult learners generally prefer to be directed to resources and learning activities given their time constraints (work and/or personal life).

2. Adult learners need to know what they are expected to learn, what they have to do (in terms of reading, writing, and hands-on activities) and what level of proficiency they are required to achieve to complete the task.

3. Adult learners engage in learning in order to gain information or skills to help them deal with a specific situation or solve a problem. Adults want results!

4. Adults want results now! They are concerned with the acquisition of knowledge and skills that can be used immediately.

5. Adult learners require training programs to have well-defined outcomes and a clearly established pathway to the acquisition of the specific knowledge or skills.

CONCLUSION

Rubin (in Weimer and Neff, 1991, p. 46) states:

> When we view a syllabus not merely as a brief outline of course dates and topics, but rather as a guide to shaping student learning in accordance with the teacher's expectations, the syllabus takes on considerably greater value. Its creation as a classroom document merits our highest efforts. And it deserves to be examined in faculty personnel decisions as evidence of a faculty member's commitment to and skills in teaching.

Preparing an effective course syllabus takes a lot of time and effort, and requires constant review and revision. However, you should find it time well spent as both you and your students function more efficiently during the duration of the course. While this resource manual is not a cure all for inadequately prepared course syllabi, it is hoped it will be used as a resource to increase the effectiveness of syllabi prepared for NMTC students.

PART TWO - COURSE STUDY GUIDES

INTRODUCTION

While course syllabi and study guides are both adjunct course materials designed to facilitate and enhance the learning process, syllabi serve a broader direction setting function while study guides are designed to facilitate the individual learning activity. Duchastel (1980, p. 1) states:

> That study guides have evolved over the years as supplements to textbooks is an indication that textbooks in themselves are only a resource for learning and cannot be expected, except in exceptional cases, to carry the full burden of teaching. Textbooks are more than just reference manuals and repositories of information, but they cannot generally be considered as instructional systems.

Sammons and Kozol (1986, p. 9) state:

> The course study guide is the most important piece of instructional resource of any . . . course because of the many purposes it serves. The study guide (a) directs students through the course content and assignments; (b) guides students' reflections about the subject matter; and (c) teaches students the subject matter. A study guide is effective only when it is structured to accomplish all of the above.

The next two sections, Study Guide - General Functions, and The Ideal Study Guide are a summary of a paper by Philippe, C. Duchastel entitled Toward the Ideal Study Guide: An Exploration of the Functions and Components of Study Guides, ERIC Number ED 215 327.

Mr. Duchastel gives a very indepth discussion about the components of what he feels would be the ideal study guide. This summary is meant to provide the framework for faculty who are in the process of revising old guides or making new ones. For more indepth discussion of the various aspects of the ideal guide, faculty are encouraged to read Mr. Duchastel's paper previously mentioned.

STUDY GUIDE - GENERAL FUNCTIONS

Mr. Duchestal identifies two general functions of study guides. These are (1) to map out specific course content, assignments, etc, and (2) to provide assistance to students in learning the contents of the assignment. In many instances the first function is carried out in a well prepared syllabus. There may be overlap between the syllabus and study guide, and at times both are contained in the same package. The second function involves preparing the elements of the study guide that are directed at facilitating the learning process itself.

Four distinct functions of an assignment are identified by Duchastel (1986) as (1) orientation, (2) task direction, (3) learning assistance, and (4) self-assessment. The **orientation** establishes the general

idea of what will be encountered in assignment. Such direction setting or preliminary framework is called an "advance organizer". This sets the scope of the assignment, and serves to connect the importance of the assignment with the overall course or program. The **task direction** section gives specific directions of what to read and what activities to accomplish. **Learning assistance** is an essential part of instruction that assists the student to focus on the essential material to facilitate the student's selective processing. **Self-assessment** is a monitoring strategy aimed at assisting the student to evaluate progress while studying, thus facilitating the identification and remediation of learning deficiencies. This is usually accomplished by a set of questions and answers provided for this purpose. These then are the four broad conceptual ideas that Duchestal feels are the basis for the ideal study guide.

THE IDEAL STUDY GUIDE

Duchestal (1980) feels the following are important components of the ideal study guide:

1. **Purpose, Significance, and Goals**
2. **Text References**
3. **Subject Matter Outline**
4. **Questions on Subject Matter**
5. **Key Words and Phrases**
6. **Application Problems**
7. **Assignment Test**

Purpose, Significance, and Goals

The three items in this section approach the orientation function from three different but complimentary perspectives. The **purpose** section provides a compact overview, in non-technical terms, of the topics and issues which will be covered in the assignment. The **significance** section indicates to the student the relevance of the assignment to his/her own professional and personal development. The **goals** section indicates to the student, in a concise manner, what should be gained from the activity. These three assist the student in forming a mental framework that facilitates the learning process.

Text References

This section indicates the location of the reading materials to be studied for the assignment. For the purpose of clarity, the references should be precise and specify only those references which relate to the assignment.

Subject Matter Outline

This component serves a further orientation function by indicating how the various topics in the assignment relate to each other by graphically mapping out the subject matter to be covered. This section is especially important when the organization of the assignment deviates in some way from the text presentation. A well prepared outline also serves as a very useful review tool at exam time.

Subject Matter Questions

This is the most important part of the study guide because it offers direct assistance to the learning process by assisting the student to engage in effective processing of the text and readings. Hopefully, this will increase the depth to which the student processes the text and readings. The type of questions utilized will be determined by the objectives they support. Are they factual or application oriented?

Key Words and Phrases

This consists of a list of new concepts and principles included in the assignment. Its principal function is to assist learning through the processes of focusing attention and encouraging self-monitoring. As with questions, the key words and phrases should be followed by direct references to the text thus allowing quick verification of correct or incorrect student definitions or responses.

Application Problems

The structure of this section will vary according to the subject area under study, but basically serves two functions: it helps the student synthesize new knowledge; and it helps bridge the traditional academic gap between theory and practice. This section is especially important in the professional or occupational training environment.

Assignment Test

This is meant to be a self-administered quiz. The study guide supplies the correct questions allowing the quiz to serve a self-monitoring function enabling the student to evaluate mastery of the subject matter.

STUDY GUIDE TYPES

The discussion of study guides and their construction is a complex one, much beyond the scope of this document. Much research and development has gone into the making of study guides over the last twenty or thirty years, primarily at the public school level and primarily aimed at developing reading and study skills necessary to successfully process textbook information.

Karen Wood et. al. in a 1992 publication entitled Guiding Readers through Text: A Review of Study Guides has compiled a comprehensive list of 15 types of study guides currently in use at various levels of public education, and describes their primary objectives and features. The next two sections, "How to Choose a Study Guide", and "Types of Study Guides" are summaries of information taken from the above mentioned publication.

How to Choose a Study Guide

Deciding whether a study guide is needed for the particular situation is a first step. Wood suggests asking yourself these questions: what concepts do I want my students to know after reading the material; which vocabulary terms are essential to understanding these concepts; does the text include important dates,

numbers, or other data that students should know; and which subtopics will require more emphasis?

Next, the instructor must decide if the section of text or supplementary readings that contains the information you want students to learn warrants the use of a study guide. This will be based on past experience with students processing of the material. What problems occurred that might be remedied by using the appropriate study guide? Maybe the material has a style, concept load, or mode of presentation that is two overwhelming for independent reading. It is important, however, to remember that a study guide can only do so much. Do not rely on a study guide as the sole purveyor of content area information.

Analyze the Material

Once you have determined that a study guide is necessary, the next step is to analyze the material. Is it fiction or nonfiction? Is the primary text pattern cause and effect, main idea and supporting details, or a sequence? Are a lot of related concepts introduced within a few pages? Can portion of the material be skipped? Are the explanations somewhat sketchy and difficult to understand? The answers to these questions and more will help you decide how the

content may best be conveyed.

Associated with this step the instructor should ask what skills and strategies the reader will need to comprehend the material. Does the text contain gaps that require much inferencing? Is it important that the reader be able to distinguish main ideas from details? Will students benefit particularly from being able to adjust their rate of reading for this section? Will the students be more motivated to read the selection if they assume the perspective of the main character. Will they learn best by working individually, in small groups, or with the whole class?

Once it is known what content is to be covered, what its main features are, what strategies students will need to understand the material, and you know that a study guide is needed to facilitate the learning activity it is time to decide which guide best fits the situation. The following table of study guide types (Wood et.al., 1992) and their features can be of assistance in this process. For further reference instructors are encouraged to read Ms. Wood's publication.

TABLE OF STUDY GUIDE TYPES

Primary Objectives and Features	Guide
Broaden students' perspectives by making use of elaboration and prior knowledge	Collaborative Listening Viewing Guide
Help students monitor their comprehension through predicting, retelling, and outlining	Levels-of-Comprehension Guide
Promote peer interaction through discussion, retelling, brainstorming, and other activities	Learning-from-Text Guide
Use peer interaction to solidify students' understanding and recall of information heard or viewed	Guided Learning Plan
Help students understand literal, inferential, and evaluative levels of information	Extended Anticipation Guide
	Process-of-Reading Guide
Enhance students' use of prior knowledge to infer, evaluate, and apply test information through open-ended questions	Pattern Guide
Activate students' prior knowledge and integrate it with text content; stimulate discussion	Concept Guide
Teach various processes involved in reading (e.g. drawing conclusions, predicting outcomes, identifying the main idea, sequencing)	Analogical Study Guide
Help students understand various organizational patterns of text (cause/effect, sequencing, etc)	Content Guide
Help students understand the function of main ideas and supporting detail through categorization	Glossing Process Guide
Extend students' comprehension and recall of main concepts through the use of analogies	
Help students develop purposes as they read segments of text; assist students with locating answers and differentiating assignments	
Direct students' attention to text features (figures of speech, concepts, contrasts, main ideas) and help them develop strategies	

Guide Type

Point-of-View-Guide

Textbook Activity Guide

Interactive Reading

REFERENCES

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Appendix A

Sample Course Syllabus

HOW TO SURVIVE

ENGLISH 22

Leeward Community College
Language Arts Division
Fall 1993

PROFESSOR:	Dr. Leslie Ann Munro
CREDIT HOURS:	Three (3)
REQUIRED PREPARATION:	None. However some students may need to repeat this course.
OFFICE:	LA-213
PHONE:	455-0337 (Please call me during office hours. Please do not require that I return your call as that is often not possible.)
CONFERENCE HOURS:	Monday / Wednesday 1:00-2:00 pm, LA-213 4:45-5:15 pm, LA-229 Tuesday /Thursday 10:30-11 am in LA-213 12:30-1:30pm, LA-213 (unless I have a meeting) 4:15-5:00 pm, LA-213 (or in LA-229 working with students after class)
COURSE DATA:	Code 3211, Tu/Th 1:30-2:45 pm, LA-229 Code 3212, Tu/Th 3:00-4:15 pm, LA-229
REQUIRED TEXT:	Audrey L. Reynolds. *Explorations in Basic Writing*. New York: St. Martin's Press, 1993.

There is only one trait that marks the writer. He is always watching. It's a kind of trick of the mind and he is born with it.

Morley Callaghan

ENGLISH 022 COURSE GUIDE
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WHAT OTHER BOOKS, SUPPLIES, AND RESOURCES WILL YOU NEED?

Optional Books:

For home, a **hardback** college dictionary such as *Random House, American Heritage,* or *Webster's.*

For class, a paperback dictionary, spelling dictionary (such as Leslie's *20,000 Words*), bad speller's dictionary (available at local bookstores), or electronic speller.

A thesaurus.

A grammar reference book for editing and revising.

I try to leave out the parts that people skip.
Elmore Leonard

Required Supplies--**bring supplies to class every day:**

Pens: A blue or black pen for your handwritten work (no pretty colors); a red pen; a highlighter
3-ring **binder** (8-1/2" x 11") with dividers
Standard 8-1/2" x11" college-ruled WHITE (no pretty colors) **filler paper.** PAPER TORN FROM A SPIRAL NOTEBOOK WILL NOT BE ACCEPTED.
8-1/2" x 11" white typing or word-processing **paper** for typed or wordprocessed papers
Hole punch
Stapler (preferred) or paper clips
Correction Fluid (such as Liquid Paper)

WHAT CAN YOU EXPECT TO KNOW WHEN YOU HAVE FINISHED ENG 022: INTRODUCTION TO EXPOSITORY WRITING?

COURSE DESCRIPTION:

ENG 022 is a basic course of composition and grammar designed to teach the students to produce standard and acceptable expository writing.

Students must complete this course with a "C" or better to enroll in ENG 100 or ENG 170. Programs which require ENG 022 for a certificate or degree may also require completion of the course with a "C" or better.

COURSE GOALS:

In this course, you will learn to improve your basic writing skills so that you will be able to function effectively in ENG 100 or in your chosen career. Specifically, you will . . .

. . . learn basic grammar, punctuation, and sentence structure;
. . . write compositions which are logically organized, written for a specific audience, clearly state a main idea (thesis), include appropriate details, and conclude effectively;
. . . when appropriate, use basic research and the library, and using MLA style include parenthetical citations and a list of works cited;
. . . understand the process you use when writing--finding ideas, narrowing your focus when you write, developing supporting evidence, drafting, and revising;
. . . learn to critique writing by participating in a Writing Group;
. . . discover your own "voice" when you write; and
. . . develop a positive attitude about your writing by learning that writing can be a satisfying experience when you express yourself well and communicate your thoughts through writing.

WHAT WILL YOU BE ASKED TO DO TO COMPLETE THIS COURSE SUCCESSFULLY?

1. ***GRAMMAR AND SENTENCE STRUCTURE***: Doing the assigned exercises in your text, and other assigned exercises will help you to learn to use language correctly. All work is to be submitted in the order in which it is assigned.

   A. *Textbook Exercises*. -- Complete all exercises in your text in each of the "Sentence Practice Sets" (page numbers and due dates are listed on your course calendar). Using the answer key in your text, correct your work--don't just mark your answers wrong--using a RED pen and note the number wrong next to each exercise. The Professor will check randomly selected exercises. **Grading.** Correctly completed work which has been submitted by the deadline will receive the maximum number of possible points. Late work will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

A man really writes for an audience of about ten persons. Of course, if others like it, that is clear gain. But if those ten are satisfied, he is content.
Alfred North Whitehead

B. *Sentence Structure (Perfect Sentences)*. To supplement your text, we will do exercises which emphasize sentence variety and structure. When assigned, you will write the following:

SS-1: Five perfect simple sentences
SS-2: Five perfect simple sentences with compound subjects and compound predicates
SS-3: Five perfect simple sentences with prepositional phrases and appositives
SS-4: Six perfect simple sentences with participial phrases and infinitive phrases
SS-5: Five perfect compound sentences
SS-6: Six perfect complex sentences
SS-7: Five perfect compound-complex sentences
SS-8: Five perfect sentences using other sentence patterns

Grading. Each perfect sentence exercise must be resubmitted until there are no errors, and there is no limit to the number of times each Perfect Sentence exercise may be submitted. Resubmitted work is due the class period after it has been returned to you. Correctly completed work which was submitted by the original deadline and which has been resubmitted as required will receive the maximum number of possible points. Late work (for either the original submission or the subsequent revisions) will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

Anything that is written to please the author is worthless.
Blaise Pascal

C. *Comprehensive Tests of Grammar and Sentence Structure*. To test your mastery of the material covered in the course, you will be given two comprehensive tests: At mid-term, you will take a test on all material covered prior to the test. At the end of the semester, you will take a test on all material covered in the course. **Grading.** The mid-term and post-test will each be worth 100 points.

2. ***COMPOSITION***: You will write eight compositions: one pre-test (written in class), two practice compositions, four major compositions (one using research), and one post-test (written in class). In addition to applying specific skills related to composition, you will apply the principles of grammar and sentence structure learned in your text and through exercises to your own writing, editing each paper carefully before submitting it. Specific skills you will learn are listed on page one of this Course Guide.

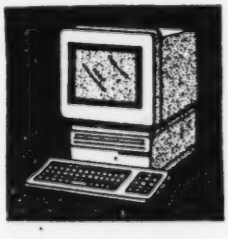
A. *Composition Preparation.* -- Complete all exercises in your text in each of the "Composition Preparation Sets" (page numbers and due dates are listed on your course calendar). Using the answer key in your text, correct your work--don't just mark your answers wrong--using a RED pen and note the number wrong next to each exercise. The Professor will check randomly selected exercises. **Grading.** Correctly completed work which has been submitted by the deadline will receive the maximum number of possible points. Late work will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

B. *Journals.* -- Complete all journals described in your text (page numbers and due dates are listed on your course calendar). **Grading.** Correctly completed work which has been submitted by the deadline will receive the maximum number of possible points. Late work will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

C. *Practice Compositions.* You will write two practice compositions based on assignments given in your text (page numbers and due dates are listed on your course calendar). **Grading.** Correctly completed work which has been submitted by the deadline will receive the maximum number of possible points. Late work will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

D. *Compositions.* You will write four major compositions (one using research). After completing the appropriate Composition Preparation exercises, for each composition use one of the suggested topics from your text (page numbers are listed on your course calendar). The four major compositions must be typed or wordprocessed (see format guidelines in this course guide). Each composition will be 500 or more words long and have a minimum of five paragraphs:

- an introduction which includes an attention-getter and a clear thesis (main idea);
- three or more supporting paragraphs, each of which will begin with a topic sentence and include appropriate facts and details, and conclude appropriately; and
- a conclusion for the composition which will summarize the thesis and major points and indicate the significance of the information which has been given.



A man who writes well writes not as others write, but as he himself writes; it is often in speaking badly that he speaks well.

Montesquieu

The four compositions are as follows:

C-1: COMPARISON-CONTRAST
C-2: DEFENDING A CHOICE
C-3: CLASSIFICATION
C-4: WRITING ABOUT A COMPLEX ISSUE -- Use research from two sources to support your own ideas. Document your research using at least two correct MLA parenthetical citations and a "Works Cited" page. Narrow your focus so that you can make a fully supported statement in 500 words. Do not write on religion, and avoid topics (such as abortion) on which the issues have already been fully covered in the media.

Grading and Process to follow to submit compositions: Compositions one through three are worth 100 points each; Composition four (the research essay) is worth 200 points. Refer to you handout "Submitting Compositions in English 22" for details on the process to follow in submitting your compositions, the forms you must complete, and the criteria on which you will be graded, as well as penalties for late work.

Because drafting and revising are integral parts of the writing process, it is vital that you be fully involved in the process. Therefore, you may not send assignments, either preliminary or final drafts, to class with someone else, and you may not drop them off at the Professor's office or the Language Arts Division Office.

Grading Criteria. The grade for each composition will be determined by how well the writer demonstrates understanding of the following:

— unity, the full development of a single thesis, by writing a clear thesis which tells the reader the purpose of the composition and by relating all ideas in the composition to that thesis
— effective paragraphing by giving each supporting idea a new paragraph, starting each paragraph with a topic statement, ending each paragraph with a concluding statement, including details and information pertinent to the topic of the paragraph, and arranging those ideas in a logical sequence.
— coherence (smoothness) through the use of appropriate transitional devices
— organization through effective paragraphing and sequencing of information
— completeness through balanced inclusion of specific and appropriate facts and details, and inclusion of enough concrete details to prove the thesis

When I stepped from hard manual work to writing, I just stepped from one kind of hard work to another.
Sean O'Casey

— writing for a purpose -- to persuade, inform, entertain, give directions, to illustrate a general principle, etc.
— writing for an audience through the use of appropriate language
— the principles of correct grammar, sentence structure, and punctuation
— when appropriate or required, including properly documented evidence

Grading of Your Drafts. The final grade for each essay will be an average of three grades,
— for the process (based on draft 1, participation in group day, your Composition Analysis Form, and the Draft 1 Feedback Form)
— for draft 2 (based primarily on full and careful development of a five-paragraph composition, the criteria listed above and in the handout "Submitting Essays in English 22, and completion of the Draft 2 Response Form). Draft 2 will not be accepted for a grade unless the full process for the first draft has been followed. Last-minute and poorly planned second drafts will receive significantly fewer points. Five points will be deducted each calendar day (excluding weekends and holidays) that a draft is late.
— for draft 3. A final draft with significant errors in grammar and sentence structure (based on skills learned in your text and through other exercises) will receive no higher than a 70 and may well receive fewer points, so it is vital that you edit your work carefully. The grade on the final draft will be based on the criteria listed above and on the Draft 3 Evaluation Form, and on clear demonstration that the writer has done significant revising and editing of the first two drafts; such editing must be done in red in. Five points will be deducted each calendar day (excluding weekends and holidays) that the composition is late. Draft 3 will not be accepted for a grade unless a second draft has been submitted. Five points will be deducted each calendar day (excluding weekends and holidays) that a draft is late.

Composition four will also receive a maxiumum of 100 points for the quality and correctness of the research which has been incorporated in the composition.

Grading Scale for Compositions:

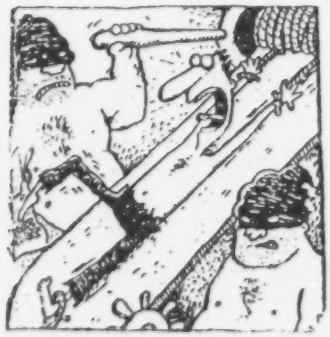
90-100 = A Excellent -- all criteria have been meet. Paper communicates well and has NO serious problems.

80 - 89 = B Above average -- purpose is clear, but one or more areas of the paper could be strengthened.

70 - 79 = C Adequate -- though the reader can determine the purpose of the essay, problems in one or more areas weaken the essay.

60 - 69 = D Ann attempt was made to meet the criteria, but problems in one or more areas seriously interfere with communication.

0 - 59 = F Criteria in one or more areas was not met or paper had points deducted because one or more of the drafts were late.



Writing is easy; all you do is sit staring at a blank sheet of paper until the drops of blood form on your forehead.
Gene Fowler

E. *Composition Post-Test* will be taken in class and is your opportunity to show how well you can apply the principles learned about the writing process, including editing for sentence structure and grammar, by writing an in-class composition on the topic of writing.

Grading. The composition will receive a maximum of 100 points based on organization, unity, coherence, grammar, completeness of the answer, and application of writing skills learned during the semester. See explanation of criteria and the grading scale for compositions, above.

To write is to write
is to write is to write
is to write is to write
is to write is to write.
Gertrude Stein

3. ***MISCELLANEOUS EXERCISES and REQUIREMENTS; BONUS OPPORTUNITIES***

A. *Exercises:* **Grading.** Completion of the exercises by the due dates earns points and late work is penalized as indicated on the grading chart.

Ex-1 *Pretest.* On the first day of class, you will write a short composition on an assigned topic. The Professor will keep these on file.

Ex-2 *Course Guide Quiz.* Early in the semester, you will be given a quiz on your course guide to determine whether you understand the requirements of the course.

Ex-3 *Documentation Exercise.* Your last composition requires minimal research. That research will be documented using the MLA system. **You must correctly complete the Documentation Exercise before you submit composition four.** The Documentation exercise must be resubmitted until there are no errors, and there is no limit to the number of times it may be submitted. Resubmitted work is due the class period after it has been returned to you. Correctly completed work which was submitted by the original deadline and which has been resubmitted as required will receive the maximum number of possible points. Late work (for either the original submission or the subsequent revisions) will have points deducted for each calendar day (excluding weekends and holidays) it is late. Incomplete work will be returned with no points; when it is completed and submitted, it will be scored as late work.

Ex-4 *Library Unit.* This assignment will help you to use the resources of your library. In the Leeward Community College, outside of class time, you will work through Library Unit Section I. A workbook for this assignment is available at the Reserve Materials desk in the Library. After you have completed the workbook, you will be given a test to take. **Grading.** 90 = A, 80 = B, 70 = C, 60 = D. If you do not earn the score you wish on the test, you may retake it twice.

Ex-5 *Editing Exercise.* At the end of the semester, you will edit five paragraphs, identifying the types of errors and correcting the errors.

B. *Other Requirements Which Earn Points*: Participation in class, submission of Professor's copy of your Record of Course Work and completion of your own copy by the final conference, attendance at the final conference (required for completion of the course), and completion of course evaluation.

ATTENDANCE: While attendance does not receive points, any absences after three missed classes will result in 25 points for each absence deducted from your final course grade. Any tardies after three will result in 5 points for each tardy deducted from your final course grade.

4. ***OPPORTUNITIES FOR BONUS POINTS:*** The Bonus Points opportunities listed below can be added only if ALL other assignments have been completed. They cannot be used to make up missed assignments or as substitute points for assignments not completed.

A. *SQ Workshops*. You may earn up to 10 bonus points each for attending and writing 500-word responses, typed, for up to five selected S.Q. Workshops. Points will be allocated depending on the quality of your response and grammatical correctness. SQ Worskhop Responses will not be accepted after the due dates indicated on the Course Calendar.

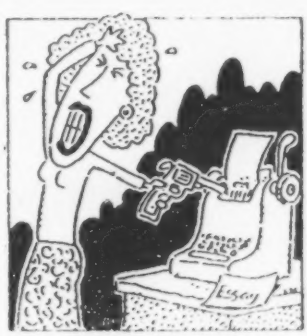
B. *Library Unit Sections II and III*. You may earn up to 25 points each for Library Units Sections II and III (90-100 = 25 pts; 80-89 = 20 pts; 70-75 pts = 15 pts; below 70 = 0 pts. Each section may be retaken twice to earn the desired number of points.

HOW WILL YOU BE GRADED?

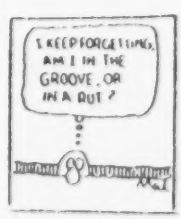
In order to receive a grade for this course, you must complete ALL requirements. If any assignment has not been completed and graded (an incomplete assignment will not be counted) according to the criteria specified in this course guide, the student will receive an "F" for the course, regardless of total nunber of points rfeceived.

Remember, Bonus Points can be added only if ALL other assignments have been completed. They cannot be used to make up missed assignments or as substitute points for assignments not completed.

I can't write five words but
that I change seven.
Dorothy Parker



Assignment	Number to Complete	Points per Assignment	Total Points Possible	Penalties for late work
SENTENCE STRUCTURE (GRAMMAR)				
A. Sentence Practice (text)	14	10	140	-1 per day
B. Perfect Sentences	8	20	160	-1 per day
COMPOSITIONS				
A. Composition Preparation (text)	6	10	60	-1 per day
B. Journals	10	20	200	-2 per day
C. Practice Compositions	2	20	40	-1 per day
D. Compositions				
Numbers 1 - 3	3	100	300	-5 per day
Number 4 (Research)	1	200	200	-5 per day
COMPREHENSIVE TESTS				
A. Grammar Mid-term	1	100	100	-5 per day
B. Final, Pt 1 (Composition)	1	100	100	-5 per day
C. Final, Pt 2 (Grammar)	1	100	100	-5 per day
MISCELLANEOUS				
A. Exercises 1, 2, 3, 5	4	40	50	-1 per day
B. Ex 4: Library Unit Section I	1	25	25	-1 per day
C. Participation			20	points depend on how active you were in class
D. Final Conference	Attend		5	F for course for non-attendance
E. Record of Work	Prof copy Submitted Stud copy completed		5	-1 per day F for course for non-submission
F. Course Evaluation	Complete		5	Required
G. Attendance	3 abs -- no penalty		na	4 or more abs = -25 pts per abs
Tardies	3 tardies -- no penalty			4 or more tardies = -5 pts per tardy
TOTAL POINTS POSSIBLE			**1500**	



COURSE GRADE based on points earned

90% (1350-1500 pts) = A 80% (1200-1349 pts) = B 70% (1050-1199 pts) = C
60% (900-1049 pts) = D below 60% (0-899 pts) = F

N = Generally will not be given except in cases in which student has made an honest effort to complete work. That is, ALL work has been attempted and has been submitted on time, but the student has not met the objectives of the course. Late work, non-attendance, and non-participation will result in an "F."

W = Official withdrawal by student by the LCC deadline.

Assignment	Number to Complete	Points per Assignment	Total Points Possible	Penalties for late work
BONUS POINTS				
A. SQ Workshop Responses	5	10	50	not accepted after due date
B. Library Unit Sections II, III	2	25, 20, or 15 (depending on score)	50	not accepted after due date

TOTAL BONUS POINTS POSSIBLE	100

Nothing you write, if you hope to be any good, will ever come out as you first hoped.

Lillian Hellman

CAMPUS RESOURCES:

1. *LEARNING RESOURCE CENTER*. For ENG 022, the LRC (located in Lib-101) is a major resource. Explore it fully early in the semester so that you can use its free services wisely.

   a. *Computers*. Apple IIe and Macintosh computers are available. Check with the LRC early in the semester to find out when workshops on basic wordprocessing will be given.

   Since you will do several drafts for all of the writing you do for this class, you may find that wordprocessing will save you a lot of time.

   b. *References*. Books (grammar, writing, spelling, vocabulary, dictionaries); videos on grammar and writing; audio tapes on study skills; and some computer grammar exercises.

   c. *Make-up tests* for tests we do in this class may be made available **if you make arrangements with the Professor.**

The difference between the right word and the nearly right word is the same as that between lightning and the lightning bug
Mark Twain

   d. *Tutors*. If you need extra help with your work (compositions, perfect sentences, or other exercises), make an appointment with a tutor. Take with you assignment sheets, class notes, rough drafts, your text, this course guide, and anything else that will help the tutor to help you.

   DO NOT ask for help the day (or even the day before) an assignment is due--give yourself and the tutor time to make sure you have done the assignment correctly.

   The tutor, who is simply another student who has successfully completed at least ENG 100, will do his or her best to teach you how to complete your assignment. However, tutors will NOT edit or correct your work for you.

   e. *Evaluation of Learning Differences*. If you notice that, although you understand what you are asked to do, you nevertheless have difficulty completing assignments correctly, you may process information (learn) differently from most other people. Such learning differences often cause students to feel frustrated. Let me know if you feel you are one of these people, and I will arrange to have you tested by Lynn Douglas, an expert in learning differences.

2. *LIBRARY.* The Library Unit (in this class, you will complete Section I; in ENG 100, you will probably complete Sections I, II, and III) will introduce you to the many resources the Leeward Community College Library has to offer:

   — open shelf books, reference books, maps, course outlines, photos, paintings, records, magazines, career information, and much more;

   — IBM-compatible and Macintosh computers; typewriters.

WHAT ARE YOUR RESPONSIBILITIES AS A STUDENT?

Your Professor has several specific responsibilities: to make clear the requirements of the class and the assignments (that is the purpose of this course guide), to hold regular conference hours during which you may get individual help, to evaluate your work, and to guide you in successfully participating in class activities.

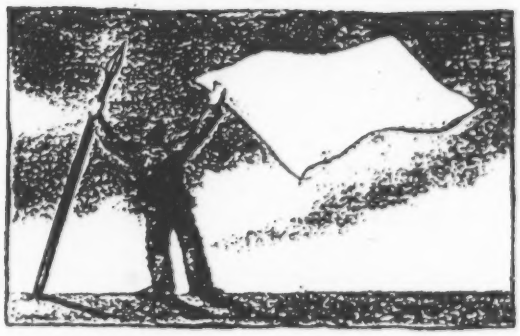
However, in the final analysis, you are responsible for your own grade, whether it is an "A" or a "D." Assume the following responsibilities and adhere to these policies, and you will succeed in ENG 022.

1. *GENERAL CLASS ACTIVITIES*

   a. *ATTENDANCE.* Attend every class session. Note in your "Record of Course Work" and in the section on grading that attendance counts toward your grade. Activities done in class are an integral part of the course, and you can't benefit from them--you cheat yourself of some of the learning in this course--if you aren't in class to do them.

   Attendance in class also means arriving for class on time. We start class promptly. You must sign the attendance sheet every day; if you do not sign it at the beginning of class, you will be marked "tardy." If you forget to sign it, you will be counted as "absent." In other words, you are responsible for accounting for your own attendance.

Read over your compositions and, when you meet a passage which you think is particularly fine, strike it out.
Samuel Johnson



In conversation you can use timing, a look, inflection, pauses. But on the page all you have is commas, dashes, the amount of syllables in a word. When I write I read everything out loud to get the right rhythm.

Fran Lebowitz

b. *ABSENCES.* According the Leeward CC General Catalog, a student who misses two classes in a row will be dropped from the course. That student's report card will show an "F." Absence for any reason counts as an absence, so only miss class if you have a serious problem. Also see "a," above.

This class meets only twice a week, so you will miss a significant amount of information any time you are absent. Because class activities form a significant part of the learning experience in ENG 022, policies related to attendance and absence will be strictly enforced.

c. *PARTICIPATION.* Participate actively, both on your own and in class. Of course, if you aren't in class, you can't participate! In class, bring drafts of your compositions on Writing Group days as writing, discussing, editing, and revising drafts in class (as well as on your own, of course) form major learning experiences in this course.

d. *GROUP WORK.* Work as directed with small groups or partners. Be ready to share your writing with a small group (usually your Writing Group) or with the whole class. Some work will be done collaboratively. That means that all members of a group will receive the same grade. Therefore, the other members of your group will count on your full support and participation.

e. *CLASS MATERIALS AND INFORMATION.* Keep complete notes on all class discussions and assignments. It is a good rule of thumb to write down EVERYTHING, even if you don't at first see any reason to do so. One section of your binder should have all your class notes neatly arranged by date. Your class calendar lists all due dates. Another section of your binder should include class handouts!

f. *CONFERENCES FOR SEEKING HELP.* See me if you have any questions (although I cannot be expected to repeat material presented in a class that you missed–see #G below). My conference hours are listed on the first page of this course guide. I would also be happy to make an appointment to see you if you can't attend during the regular conference hours. Or seek help in the Learning Resource Center.

g. *MISSED CLASS.* If you must miss a class, you are still responsible for information, materials, and handouts from the class you missed. Therefore, exchange names and phone numbers with several class members and arrange to share notes on class materials and on assignments in case of a missed class. Ask another class member to pick up class handouts for you as I do not keep a record of what handouts I pass out each day.

To pick up your work, see the Professor during conference hours before or after class.

h. *PLAGIARISM.* We are concerned with two types of plagiarism in college:

(1) Do not copy another student's work and submit it as your own. Do your own work to the best of your ability. Plagiarism, copying of work of another and submitting it as one's own, is dishonest. It violates the Student Conduct Code (see the *Leeward Community College General Catalog* for the complete Conduct Code). Such violations may result in expulsion from Leeward Community College and the University of Hawaii.

(2) When doing research for your compositions, be sure you properly document information (not just exact words) taken from your sources. Improper documentation will result in an "F" for the composition and possibly for the course.

i. *READINESS TO WORK.* Have all materials ready BEFORE you come to class or before you come to an appointment. Note the dates of required conferences, and have your "Record of Course Work" up to date on those days.

j. *TIME MANAGEMENT.* Balance your schedule. If you are having difficulty keeping up, look at your schedule. How many credits are you carrying? Do you have family responsibilities? How many hours do you work? You may need to make some adjustments in your schedule if you are to succeed in all of your courses.

Read, read, read. Read everything --trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then write. If it is good, you'll find out. If it's not, throw it out.

William Faulkner

friendship is very very very

You have a course calendar that shows you how the work is evenly spread out over the semester; follow the calendar, and you should have no trouble keeping up with the work.

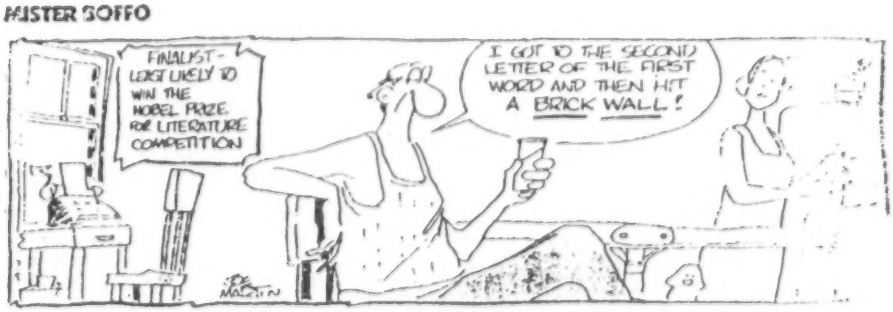
You may hand in ONE late assignment without penalty during the semester, so save that privilege for illness or emergency (and probably for a major assignment, such as a composition). The late assignment must, however, be handed in within one week of the original due date, after which points will be deducted. Assignments include all drafts of the compositions.

Late papers are graded last and may receive only a grade and no comments or proofreader's marks. You are therefore on your own in finding errors and making corrections.

d. *PAPER EXCHANGE DAYS.* On days you exchange final papers, also bring to class a SEPARATE carbon or photocopy of your paper, a pencil, and a black pen. You will make suggestions and corrections on each others' copies. You retain your copy when you submit your corrected paper for a grade.

e. *SUBMITTING WORK FOR GRADES.* Have work ready for submission BEFORE CLASS. See your handout, "Submitting Compositions in English 22," for details on preparing compositions for submission. *Other Work.* Arrange all pages in order and staple them together. Work must be stapled (preferred) or paper clipped together.

f. *LABEL YOUR WORK.* If an assignment has a place for your name and course code, fill in all requested information. For work without page headings and for your compositions, use correct manuscript format, explained below.


MISTER SOFFO
FINALIST - LEAST LIKELY TO WIN THE NOBEL PRIZE FOR LITERATURE COMPETITION
I GOT TO THE SECOND LETTER OF THE FIRST WORD AND THEN HIT A BRICK WALL!

Just get it down on paper, and then we'll see what to do with it.
Maxwell Perkins' advice to Marcia Davenport

BEST COPY AVAILABLE

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WHAT IS CORRECT MANUSCRIPT FORMAT?

A manuscript is simply the public presentation of your writing. An submitted assignment should follow specific format rules.

A. *Typed or Wordprocessed Manuscripts* (which are usually required and always preferred for college work)

1. Use 8-1/2" x 11" white typing paper or computer paper. Avoid erasable paper as it smears. Instead, for corrections use Liquid Paper or a similar product.

2. Use a black typewriter or printer ribbon. Change it frequently so that it produces a crisp, easy-to-read image on the paper.

3. In the upper right-hand corner of page 1, label each assignment clearly with your name, course and class code, date and assignment identification. Label assignments like this:

   KANNO, Harold
   ENG 022, Code 3201
   September 19, 1993
   Comp #1, Draft 2: Compare/Contrast

4. Between 1-1/2" and 2" from the top of the page and centered on page one, type the TITLE of your paper in all capital letters. Do not underline it or put quotation marks around it.

5. Triple space before typing the first line of the text, and double space the rest of the paper, even between paragraphs.

6. Indent the first line of each paragraph five to seven character spaces (about 1/2").

7. Margins on page one are 1-1/2" to 2" from the top of the page to the title and one inch at the sides and the bottom. Following pages have one-inch margins on all sides.

8. Number all pages. On page one, either omit the number or center it a the bottom of the page. On all other pages, place the number at the right margin 1/2" from the top of the page. Do not punctuate the number. Include your last name with the page number:

   KANNO/2

9. Type or print on one side of the page only.

10. Staple (preferred) or paper clip all pages, including the required forms and previous drafts, together.

B. *Handwritten Manuscripts*

1. Use 8-1/2" x 11" white three-hole, college-ruled binder paper. Never use pages torn from a spiral notebook. For corrections use Liquid Paper or a similar product.

2. Use blue or black ink only--no pretty colors.

3. In the upper right-hand corner of the first page, label each assignment clearly with your name, course and class code, date and assignment identification. Label assignments like this:

   KANNO, Harold
   ENG 022, Code 3201
   September 19, 1993
   Comp #1, Draft 2: Compare/Contrast

4. On the top line of page one, centered on the line, write the TITLE of your paper in all capital letters. Do not underline it or put quotation marks around it.

5. Skip one to two lines before writing the first line of the text, and skip lines (writing on every other line) throughout the rest of the paper, even between paragraphs.

6. Indent the first line of each paragraph 1/2" to 1".

7. Margins on all pages are 1-1/2" to 2" from the top of the page to the first line and one inch at the sides and the bottom. Leave one to two blank lines at the bottom of each page.

8. Number all pages. On page one, either omit the number or center it a the bottom of the page. On all other pages, place the number at the right margin 1/2" from the top of the page. Do not punctuate the number. Include your last name with the page number:

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9. Write on one side of the page only.

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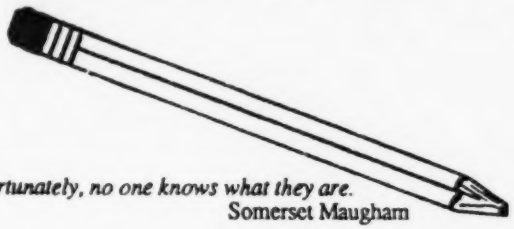

There are three rules for writing a novel. Unfortunately, no one knows what they are.
Somerset Maugham